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ABSTRACT

A survey determined the effectiveness of entrepreneurship education within Iowa school systems. Twenty-four teacher/participants in inservice secondary and postsecondary vocational education training who requested and received PACE (Program for Acquiring Competence in Entrepreneurship) materials were surveyed with a 92 percent response rate. Seventy-seven percent of the respondents indicated that units were available. Sixty-four percent had received training during the past 3 years. A total of 1,110 students received instruction each year. Seventy-three percent of the students had a realistic option of going into business. Twenty-one respondents said that activities are managed individually. Results indicated that practicing entrepreneurs are involved in teacher education programs. Understanding alternative methods of becoming an owner and assessing personal strengths, weaknesses, and resources for career decision making were the most important skills required. The most effective way of providing education was to integrate courses within a vocational program. Fifty percent believed that adequate entrepreneurship education is readily available. (Six recommendations are listed for Iowa's vocational education programs: course development; broader programs; additional inservice training; expanded awareness; more instructional materials; and increased student awareness. Appendix A contains the survey form for program coordinators of entrepreneurship education in vocational education and appendix B contains survey responses.) (NLA)

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Entrepreneurship Education Project

in

Vocational Education Programs

Survey of Program Coordinators

Prepared For:

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This research project was completed in accordance with an agreement with the State Department of Education to survey vocational education teachers in Iowa to determine the effectiveness of entrepreneurship education within their school systems.

Over the past two years, the staff of the University of Northern Iowa have conducted in-service training for secondary and post-secondary vocational education teachers in the area of entrepreneurship education. A total of 48 individuals have completed the training in the past two years.

Twenty-four individuals have requested the "PACE" materials upon completion of the in-service training. These materials were provided free to the participants though the funding in the grant. Each individual did, however, have to submit a request for the materials and show evidence that the materials were to be used in a unit of instruction, a course or an entrepreneurship education program within their school.

Because of the extensive nature of the materials contained in PACE, it was decided to survey these twenty-four indivduals, using the survey instrument contained in Appendix A. The survey was mailed to all twenty-four individual. Twenty-two or 92% of the surveys were returned completed. The results have been tabulated and are contained in Appendix B.

Summary of Data

With regard to question number one, "Does your school have one or more of the following?" it was found that 77% of the respondents indicated that there was a unit of instruction within a course in entrepreneurship education and that the length of the unit ranged from two weeks up to 27 weeks. Eighteen percent of

the respondents indicated that there was a course of instruction available, while 18% indicated that there were adult education offerings available within their school. Only 5% indicated that a program in entrepreneurship education existed at their school.

The respondents were asked to indicate which program(s) made use of the entrepreneurship education instructional materials. The largest two groups were Multi-Occupations (6) and Marketing Education (12).

When asked if all instructions using the entrepreneurship materials had received the training in entrepreneurship education during the past three years, 14 or 64% indicated "yes", while eight or 36% said "no". They were asked if additional in-service training were made available, how many staff members would attend, three people or 14% indicated that no people would attend, ten people or 45% indicated that at least one person would attend, six people or 27% indicated that at least two people would attend, and three people or 14% indicated that at least three people would attend.

Respondents were asked to indicate how many students per year received instruction in either a course or program in entrepreneurship education. Of the 22 respondents, a total of 1,110 students were indicated as receiving the instruction. The range of students was from 10 to 200 per year.

When asked if students who complete a course or program offering in their school have a realistic option of going into business, 16 or 73% of the respondents said "yes", while six or 27% said "no". Several reasons for "no" responses were offered, with varying numbers choosing each. The most prominient of these was that students do not have the maturity to start their own

business and that students need job experience before starting a business.

All respondents were asked to indicate how are entrepreneurship education activities managed in their school. Twenty-one said that each department or instructor does what is appropriate for their own program or course. Other responses received fewer indication as management techniques used.

The question of how practicing entrepreneurs are involved in the teacher's vocational education program(s) was presented. Sixteen responded that they are appointed to serve on advisory commmittees, 18 said that they are used regularly as resources in classes, and 21 responded that they provide training sites for cooperative education placements. Four respondents choose to use them to help structure small business/entrepreneurship curricula and for help in economic development planning.

A listing of skills for entrepreneurship was provided to the respondents and they were asked to indicate which ones were currently being developed by students before they graduate from the vocational education programs. A summary of these responses are listed below:

Twenty (20) indicated: Assess personal strengths, weaknesses and resources for career decision-making.
Four (4) responded: Complete a market study to determine the need for a new business.
Fourteen (14) indicated: Evaluate competitive strengths and weaknesses to position a new business within the community.
Fourteen (14) responded: Understand legal, economic, and technological factors that influence business success.
Ten (10) indicated: Prepare a financial plan for a new business.
Nine (9) responded: Prepare and present a business plan in order to secure necessary financing.
Twenty-one (21) said: Understand alternative methods of becoming a business owner.
Eleven (11) indicated: Obtain necessary technical/business assistance.

Three (3) responded: Develop a production/operating plan.
Eleven (11) said: Develop a marketing plan.
Six responded: Hire and manage personnel.
Twelve (12) indicated: Maintain, analyze and interpret data and business records.
Fourteen (14) said: Manage sales efforts.
Eight (8) responded: Manage finances and credit.
Six (6) indicated: Maintain business security.
Eight (8) said: Manage business operations.
Six (8) responded: Plan for business growth and development.

Respondents were asked to look to the future of entrepreneurship education efforts within their school and what methods they felt are or will be most effective in providing entrepreneurship education to their vocational students. The responses were as follows:

Four (4) indicated: A specific course or courses for all students.
Ten (10) responded: A specific course or courses for selected students interested in starting a business.
Fourteen (14) said: Integrated into each vocational program as a course or major part of a course.
Nine (9) indicated: Integrated throughout each vocational program as an important concept in most courses.
Seven (7) responded: Developed primarily through student co-op or internship experiences in small businesses.
Five (5) indicated: Developed through self-instructional or independent study materials.
Eight (8) responded: Seminars and workshops available to interested students and others.

The respondents were asked if they believed adequate entrepreneurship education is readily available to interested persons in their area. Eleven or 50% indicated "yes", while the remaining 50% said "no". Of the "no" responses, nine said there was a need for more information on the importance of entrepreneurship for curriculum planners, ten indicated a need for coordination of services among various organizations and agencies, eight said there was a need for curriculum materials and other instructional resources, seven indicated a need for

assistance with curriculum planning and eight said there was a need for in-service assistance for instructors.

Respondents were asked to indicate which of the materials made available to them through the in-service workshops was being actively used in their courses/programs. Twelve indicated that they used the "Beyond A Dream" materials, while 19 said they were using the "PACE" materials.

The respondents were asked to what extent they felt that students in general in their schools are aware that entrepreneurship is a viable career option to them. Only one indicated that students were full aware, 16 said that students were somewhat aware, and five said that their students were not aware.

And finally, the respondents were asked in general, what would they say is the reaction to the entrepreneurship education offering in their school on the part of students. One indicated the response was very positive, 14 said the response was positive, and seven said the response was negative. No reasons were given for the negative responses.

Recommendations

Based on these data received from this study, it is recommended that the following be considered for future action with regard to entrepreneurship education for vocational education programs in the State of Iowa:

1. Encourage the development of more courses and programs in entrepreneurship education within both secondary and post-secondary institutions.

2. Encourage a broader representation of programs offering entrepreneurship education. Make entrepreneurship education part of all vocational education offerings.

3. Offer additional in-service training for those persons who desire to or are offering entrepreneurship instruction within their schools.

4. Expand the awareness of entrepreneurship education for support staff of the institution; i.e., counselors, administrators, etc.

5. Obtain additional instructional materials available in entrepreneurship education for vocational education and make them available to classroom use by vocational educators.

6. Increase the level of awareness of students at the secondary and post-secondary institutions in Iowa of the option of entrepreneurship as a career choice.

Appendix A

ENTREPRENEURSHIP EDUCATION
IN
VOCATIONAL EDUCATION PROGRAMS

Survey of Program Coordinators

Directions: Please completely answer each of the following questions concerning Entrepreneurship Education within your school. This information will be used in a report to the Department of Education. The data will not be reported by individual school. Thank you for your cooperation. Remember to mail this survey along with the request form in order to receive your free instructional materials.

1. Does your school have one or more of the following?

_____ A course in entrepreneurship education.
Length _____ weeks.
_____ A program in entrepreneurship education.
Length _____ weeks.
_____ A unit within a course in entrepreneurship education.
Length _____ weeks.
_____ An adult education course offering in entrepreneurship
Length _____ weeks.

2. Which vocational education program(s) make use of the materials for entrepreneurship education?

Please list all that apply.

_____ _____

_____ _____

_____ _____

3. Have all instructors using the entrepreneurship materials received the training in entrepreneurship education during the past three years?

_____ Yes

_____ No

4. If additional in-service training were made available, how many staff members would attend?

_____ people

5. How many students per year receive instruction in either a course or program in entrepreneurship education?

_____ students per year

6.a. Do students who complete course/program offerings in your school have a realistic option of going into business?

_____ Yes

_____ No

6.b. If no, why not? (check all that apply)

____ Program/course does not develop enough technical background for students to realistically run their own businesses
____ Students do not have the maturity to start their own businesses.
____ Students need job experience before starting a business.

7. How are entrepreneurship education activities managed in your school? (Check all that apply)

____ Each department/instructor does what is appropriate for their own program/course.
____ Activities are coordinated through an economic development program.
____ Specific courses in entrepreneurship/small business management are offered for all interested students.
____ The school relies on other agencies like SBA/SBDC to provide entrepreneurship education.

8. In what ways are practicing entrepreneurs involved in your vocational education program(s)? (Check all that apply)

____ They are appointed to serve on advisory committees.
____ They are used regularly as resources in classes.
____ They provide training sites for cooperative education placements.
____ They have helped to structure small business/ entrepreneurship curricula.
____ They have helped in economc development planning.

9. Which of the following entrepreneurship skills do you feel are currently developed by most students before they graduate from your school's vocational education programs? (Check all that apply)

____ Assess personal strengths, weaknesses and resources for career decision-making.
____ Complete a market study to determine the need for a new business.
____ Evaluate competitive strengths and weaknesses to position a new business within the community.
____ Understand legal, economic, and technological factors that influence business success.
____ Prepare a financial plan for a new business.
____ Prepare and present a business plan in order to secure necessary financing.
____ Understand alternative methods of becoming a business owner.
____ Obtain necessary technical/business assistance.
____ Develop a production/operating plan.
____ Develop a marketing plan.
____ Hire and manage personnel.
____ Maintain, analyze and interpret data and business records.
____ Manage sales efforts.
____ Manage finances and credit.
____ Maintain business security.
____ Manage business operations.
____ Plan for business growth and development.

10. Looking to the future of entrepreneurship education efforts within your school, what methods do you believe are/will be most effective in providing entrepreneurship education to your vocational students?

____ A specific course or courses for all students.
____ A specific course or courses for selected students interested in starting a business.
____ Integrated into each vocational program as a course or major part of a course.
____ Integrated throughout each vocational program as an important concept in most courses.
____ Developed primarily through student co-op or internship experiences in small businesses.
____ Developed through self-instructional or independent study materials.
____ Seminars and workshops available to interested students and others.

11.a. Do you believe adequate entrepreneurship education is readily available to interested persons in your area?

_____ Yes

_____ No

11.b. If no, what is necessary to improve its availaility?

_____ More information on the importance of entrepreneurship for curriculum planners.
_____ Coordination of services among various organizations and agencies.
_____ Curriculum materials and other instructional resources.
_____ Assistance with curriculum planning.
_____ Inservice assistance for instructors.

12. Which of the instructional materials made available during the workshop that you attended are you making use of in your class/program?

_____ "Beyond A Dream"

_____ "PACE"

_____ Others (Specify)_____

_____

13. To what extent to you feel that students in general in your school are aware that entrepreneurship is a viable career option to them?

_____ Fully aware

_____ Somewhat aware

_____ Not aware

14. In general, what would you say is the reaction to the entrepreneurship education offering in your school on the part of students?

_____ Very positive

_____ Positive

_____ Nuetral

_____ Negative

_____ Very Negative

Appendix B

ENTREPRENEURSHIP EDUCATION
IN
VOCATIONAL EDUCATION PROGRAMS

Survey of Program Coordinators

Directions: Please completely answer each of the following questions concerning Entrepreneurship Education within your school. This information will be used in a report to the Department of Education. The data will not be reported by individual school. Thank you for your cooperation. Remember to mail this survey along with the request form in order to receive your free instructional materials.

1. Does your school have one or more of the following?

Four (4)respondents indicated a course in entrepreneurship education for 18%, with lengths ranging from 15 to 18 weeks.

One (1) respondent indicated a program in entrepreneurship educatiion for 5%, with the length indicated to be two weeks.

Seventeen (17) respondents indicated a unit of instruction within a course in entrepreneurship education for 77%, with the length ranging from two weeks up to 27 weeks in total.

Four (4) respondents indicated that there were offerings in adult education courses in entrepreneurship education for 18%, with lengths ranging from four hours up to 12 weeks.

2. Which vocational education program(s) make use of the materials for entrepreneurship education?

The responses were as follows:

1. General Businesss (1)
2. Multi-Occupations Coop (6)
3. Marketing Education (12)
4. Management (1)
5. Agriculture (1)
6. Sales (1)
7. Business Management (1)
8. Office Education (1)
9. Marketing Management (1)
10. Applied Business Management (2)
11. Home Economics (1)
12. Retail Marketing (1)
13. Fashion Merchandising
14. Applied Economics (1)

3. Have all instructors using the entrepreneurship materials received the training in entrepreneurship education during the past three years?

Fourteen respondents indicated YES or 64%.

Eight respondents indicated NO or 36%.

4. If additional in-service training were made available, how many staff members would attend?

Three people or 14% indicated that no people would attend.

Ten people or 45% responded that at least one person would attend.

Six people or 27% indicated that at least two people would attend.

Three people or 14% responded that at least three people would attend.

5. How many students per year receive instruction in either a course or program in entrepreneurship education?

Of all the 22 respondents, a total of 1,110 students were indicated as receiving instruction in entrepreneurship education per year, with students per school ranging from 10 up to 200 in one school.

6.a. Do students who complete course/program offerings in your school have a realistic option of going into business?

Sixteen (16) or 73% indicated YES.

Six (6) or 27% responded NO.

6.b. If no, why not? (check all that apply)

Six indicated that the program/course does not develop enough technical background for students to realistically run their own businesses.

Nine responded that students do not have the maturity to start their own business.

Eight indicated that students need job experience before starting a business.

One responded that start-up capital was a problem.

One indicated that the current poor market area was a problem for students.

7. How are entrepreneurship education activities managed in your school? (Check all that apply)

Twenty-One (21) responded that each department/instructor does what is appropriate for their own program/course.

Two (2) indicated that activities are coordinated through an economic development program.

Three (3) indicated that specific courses in entrepreneur ship/small business management are offered for all interested students.

Three (3) indicated that the school relies on other agencies like SBA/SBDC to provide entrepreneurship education.

8. In what ways are practicing entrepreneurs involved in your vocational education program(s)? (Check all that apply)

Sixteen (16) responded that they are appointed to serve on advisory committees.

Eighteen (18) indicated that they are used regularly as resources in classes.

Twenty-one (21) responded that they provide training sites for cooperative education placements.

Four (4) indicated that they have helped to structure small business/ entrepreneurship curricula.

Four (4) responded that they have helped in economic development planning.

9. Which of the following entrepreneurship skills do you feel are currently developed by most students before they graduate from your school's vocational education programs? (Check all that apply)

Twenty (20) indicated: Assess personal strengths, weaknesses and resources for career decision-making.
Four (4) responded: Complete a market study to determine the need for a new business.
Fourteen (14) indicated: Evaluate competitive strengths and weaknesses to position a new business within the community.
Fourteen (14) responded: Understand legal, economic, and technological factors that influence business success.
Ten (10) indicated: Prepare a financial plan for a new business.
Nine (9) responded: Prepare and present a business plan in order to secure necessary financing.

Item 9. (Continued)

Twenty-one (21) said: Understand alternative methods of becoming a business owner.
Eleven (11) indicated: Obtain necessary technical/business assistance.
Three (3) responded: Develop a production/operating plan.
Eleven (11) said: Develop a marketing plan.
Six responded: Hire and manage personnel.
Twelve (12) indicated: Maintain, analyze and interpret data and business records.
Fourteen (14) said: Manage sales efforts.
Eight (8) responded: Manage finances and credit.
Six (6) indicated: Maintain business security.
Eight (8) said: Manage business operations.
Six (8) responded: Plan for business growth and development.

10. Looking to the future of entrepreneurship education efforts within your school, what methods do you believe are/will be most effective in providing entrepreneurship education to your vocational students?

Four (4) indicated: A specific course or courses for all students.
Ten (10) responded: A specific course or courses for selected students interested in starting a business.
Fourteen (14) said: Integrated into each vocational program as a course or major part of a course.
Nine (9) indicated: Integrated throughout each vocational program as an important concept in most courses.
Seven (7) responded: Developed primarily through student co-op or internship experiences in small businesses.
Five (5) indicated: Developed through self-instructional or independent study materials.
Eight (8) responded: Seminars and workshops available to interested students and others.

11.a. Do you believe adequate entrepreneurship education is readily available to interested persons in your area?

Eleven (11) or 50% indicated YES

Eleven (11) or 50% responded NO

11.b. If no, what is necessary to improve its availaility?

Nine (9) indicated a need for more information on the importance of entrepreneurship for curriculum planners.
Ten (10) indicated a need for coordination of services among various organizations and agencies.

Item 11.b. (Continued)

Eight (8) indicated a need for curriculum materials and other instructional resources.
Seven (7) indicated a need for assistance with curriculum planning.
Eight (8) indicated a need for inservice assistance for instructors.

12. Which of the instructional materials made available during the workshop that you attended are you making use of in your class/program?

Twelve (12) indicated they used "Beyond A Dream"

Nineteen (19) indicated they used "PACE"

Other materials cited included:

Southern Publishing Company Workbook: "Creating A New Enterprise"
Southern Publishing Company Workbook: "Retail Merchandidising"
Southern Publishing Company Workbook: "Selling"
ICAS Reports
SBA Materials

13. To what extent to you feel that students in general in your school are aware that entrepreneurship is a viable career option to them?

Only one (1) indicated that students were fully aware

Sixteen (16) responded that students were somewhat aware

Five (5) indicated that students were not aware

14. In general, what would you say is the reaction to the entrepreneurship education offering in your school on the part of students?

One (1) indicated very positive

Fourteen (14) indicated positive

Seven (7) indicated nuetral

None indicated negative or very negative